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AUTHOR Saints, Bill; Dillon, Nancy
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ABSTRACT

This curriculum guide provides materials for a course in word processing. An instructor's guide sets forth prerequisites, equipment, use of the modules, comments on individual modules, a 12-item bibliography, answer keys, and a brief overview of each module. Six student modules follow. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details rationale, job skill, performance objective, and materials needed; pretest; information section; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Module topics are as follows: introduction; editing; formatting; file management; printing and special features; and office procedures. (YLB)

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ED308370

CURRICULUM

WORD PROCESSING OPERATOR

COMPETENCY-BASED VOCATIONAL EDUCATION INSTRUCTIONAL MATERIALS

Funded By
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Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent

Administered By
Arizona Center for Vocational Education
Northern Arizona University
Dr. Robert V. Kerwood, Director
Dr. Jerry R. Cox, Assistant Director
Curriculum

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WORD PROCESSING OPERATOR

Written by
Mr. Bill Saints

Modified by
Mrs. Nancy Dillon

Project Director
Dr. Jerry R. Cox

Project Coordinator
Mrs. Nancy Dillon

Arizona Center for Vocational Education
Box 6025
Northern Arizona University
Flagstaff, Arizona 86011

June, 1984

WORD PROCESSING OPERATOR

Introduction

The Arizona Center for Vocational Education was funded to modify, revise, and/or develop curriculum in Business and Office Education. In discussing needs for curriculum with Janet Gandy, Business Education Coordinator, the determination was made that the research completed to determine high demand occupations indicated a large number of word processing operators is needed. Therefore, the decision was made to develop Word Processing Operator curriculum materials.

A search was made to find existing materials. During the search, we found that Dr. Dorothy Lawrence, Project Director, Special Needs Curriculum, Arizona Center for Vocational Education, was having Bill Saints, Pima College, develop curriculum for this occupation. Mr. Saints developed the materials for the TRS-80 Model 3 microcomputer. When completed, Nancy Dillon modified the materials to be generic in nature so the materials may be used to teach the occupation of Word Processing Operator with any microcomputer. However, one will need to use the commands, operating systems, special codes, and the word processing program specifically designed for one's brand of microcomputers with this curriculum.

This curriculum addresses the competencies and tasks found in the Arizona approved competency list from 1984. Common tasks were grouped together, where possible. The sequence of competencies and some of the tasks for the competencies was rearranged to have them in a sequence similar to that found in the actual occupation.

Having the curriculum on diskettes and then having the teachers print the material as needed was a major goal. However, since there are so any microcomputer brands, models, and systems on the market and in the schools, we felt that it is better to have the curriculum as printed material. You are encouraged to put the curriculum on your computer and then use the computer as an instructional tool. Also, you will be able to print the material for student use.

Being modularized, you will find that this curriculum will be easily integrated into your competency-based program. You will serve as the director of learning rather than the giver of knowledge. Skills and knowledge obtained by students will be readily transferred to occupational performance.

After you have had the opportunity to review and use these materials, please give your comments to us. No formal field testing has been done with them. Therefore, your comments will be valuable should a revision be possible. Send your comments to the Arizona Center for Vocational Education, Box 6025, Northern Arizona University, Flagstaff, Arizona 86011, (602) 523-4192, 523-5442.

Dr. Jerry R. Cox, Project Director
Mrs. Nancy Dillon, Project Coordinator

INSTRUCTOR'S GUIDE

FOR

WORD PROCESSING MODULES

These modules were written to provide an efficient means of teaching students to use a word processing program. They are self-contained and should require little effort on the instructor's part aside from scoring post-tests and providing the equipment.

Students Background

It is recommended that the modules be used by students who have typing skills and have had general business-and-office training. This background is not necessary, however, for a student could acquire typing skills using the word processor rather than a typewriter.

Equipment

The following equipment should be available to students using these modules:

1. Computer with at least 48K of memory
2. Word processing program
3. Printer
4. Supply of disks.

It is recommended, but not necessary, that the computer has two disk drives.

How to use the modules

There are six student modules. Each one consists of a pretest, an information section, and activities. The modules may be given to the student one at a time or all together. After completing modules, the student can use them for reference when needed. The post-tests should be kept by the instructor and administered to the students when they are prepared to be tested on their mastery of the contents of a module.

PRETEST: The pretest is intended for those students who already know the contents of the module. It enables them to demonstrate their knowledge without going through the entire module. Most students will skip the pretest and proceed to the information section. Completing the pretest is always assigned as the last activity in the module. This serves as a useful review and as preparation for the post-test.

ACTIVITIES: At the end of units in the information sections, the student is instructed to complete particular activities. After completing an activity, the student is instructed to continue reading in the information section. Most of the activities require the use of a computer, but since the activities are distributed through different parts of the information section, students will need to use the computer for only short periods at a time. This arrangement will enable more students to work on the modules simultaneously, rotating their use of computers.

POST-TEST: The post-tests do not require the use of a computer. It is recommended that students be asked to present their completed activities to the instructor before receiving a post-test. This will enable you to better evaluate the student's performance on the computer and to determine if the student is ready to be tested. If a student does poorly on a post-test, it is recommended that they be asked to review the module and retake the post-test at a later date.

If possible, it would be beneficial for students to have their own copy of a Word Processing Program disk while they are going through the modules. This will enable them to save their own files and to take responsibility for managing the files on their disk. The files on these disks can, of course, be deleted and the disks reused by other students.

Comments on individual modules

Module #1 - Does not require the use of a printer.

Module #2 - Requires the use of a printer. Student may need assistance in setting printer up and designating printer type in the Open Document Options.

Module #4 - If possible, provide student with a blank disk for practice on formatting and transfer of files.

Module #6 - Does not require the use of a computer.

Module 1 #2 - Knowledge of operation and handling. Arizona Validated Competency List

Module 2 #4 - Editing Arizona Validated Competency List

Module 3 - Formatting and preparation
#5 & #6 Arizona Validated Competency List

Module 4 - File - Management
#1 Arizona Validated Competency List

Module 5 - Printing and Special Features
#5 Arizona Validated Competency List

Module 6 - Office - Procedures
#3 & #7 Arizona Validated Competency List

Bibliography

Listed below are some books (mostly paperback) about word processing that may be useful as general reference materials.

Getting the Most Out of Your Word Processor by Arnold Rosen. Prentice Hall, Inc. 1983.

Introduction to Word Processing by Hal Glatzer, Sybex, Inc., 1981.

Questions and Answers on Word Processing Peter A. McWilliams. Prelude Press, 1983.

Word Processing and Information Systems by Dan Poynter. Prentice Hall, Inc., 1982.

The Word Processing Book by Peter A. McWilliams. Prelude Press, 1982.

The Word Processing Handbook by Katherine Aschner. Self-Counsel Press, 1980.

Word Processing Handbook by Ivan Flores. Van Nostrand Reinhold Company, Inc., 1983.

The Word Processing Handbook by Russell Allen Stultz. Prentice Hall, Inc., 1982.

Word Processing Made Simple by Betty and Warner A. Hutchinson. Doubleday and Company, Inc., 1984.

Word Processing Primer by Mitchell Waite and Julie Aria. Byte/McGraw Hill, 1982.

Word Processing: Simplified and Self-Taught by Jane Christensen. Arco Publishing, Inc., 1983.

Write, Edit, & Print: Word Processing With Personal Computers by Donald McCunn. Design Enterprises, 1982.

ANSWER KEYS FOR POST-TESTS

Post-Test answer key for Module #1.

1. g 2. 3 3. f 4. b 5. j 6. d 7. a 8. h 9. i

10. c 11, 12 and 13 check individual computer and

word processing manuals. 14 and 15 may vary depending

on computer system. 16 - 19. Keep disks away from magnetic fields. Keep disks away from heat or cold. Do not bend, paper clip, or write on a disk. Do not touch plastic in window. Always store in its envelope. Never insert or remove a disk while disk drive is running.

Post-Test answer key for Module #2.

Instructor will need to obtain answers from specific word processing programs.

Post-Test answer key for Module #3.

Instructor will need to obtain answers from specific word processing programs.

Post-Test answer key for Module #4.

Instructor will need to obtain answers from specific word processing programs.

8.-12.
- Frequently save the document you are working on.
- Make duplicate files on other disks.
- Don't try to fill a disk completely.
- Delete files that you no longer need.
- Use informative names for files.
- Label your disks.
- Use specially designed containers to store disks.

13. Use the COPY or MOVE block command to move a file and recall into the other.

Post-Test answer key for Module #5.

Instructor will need to obtain answers from specific word processing programs.

Post-Test answer key for Module #6.

1. d 2. f 3. e 4. j 5. c 6. b 7. i 8. h 9. a

10. g

ANSWER KEYS FOR ACTIVITIES

Module #1 Activities

I keyboard, screen, disk, disk drive, printer

II (saved on disk, but not printed out)

III Pretest

1. keyboard. . ., screen. . ., disk drive. . .,
   printer. . .
2. Keep disks away from magnetic fields. Keep disks away from heat or cold. Do not bend, paper clip, or write on a disk. Do not touch plastic in window. Always store in its envelope. Never insert or remove a disk while disk drive is running.
3. 3, 4, 2, 1, 5
4. a. A marker on screen that shows nest character position
   b. Brings cursor to next line along with any unfinished words
   c. Used with other keys to execute commands
   d. To put into computer memory
   e. To replace a character by typing over
   f. A message for the user on the screen

Module #2 Activities Printout should appear as follows:

> Two of the primary functions of a word processor are editing and formatting. In learning to use a word processing program, most of the functions you learn to use are either editing or formatting functions.
>
> When you are editing, you are concerned mainly with the content of the text. Does the text contain all the information it is supposed to? Is the spelling and grammar correct? Should the words, sentences, or paragraphs be rearranged?

You will find yourself using the insert and delete functions frequently to make minor changes. The block-action commands make it easy to make changes in relatively large portions of text. Many of these commands will become automatic for you; others may not be used as often and may require looking up in the help system.

After saving a text on a disk, you can always recall it and do further editing if needed. This saves valuable time. Various refinements and changes can be made in the text without retyping the whole thing.

Once you are satisfied with the content, you can then focus on formatting the text. Formatting has to do with how the text will look on a printed page. You will begin to learn about formatting functions in the next module.

Pretest

1. See individual word processing program.

2. -Delete: removes block from file
   - Copy: copies block for placement elsewhere
   - Move: copies block and deletes original
   - Adjust: changes tab line for block to match that of paragraph containing cursor
   - Search: search and replace function for block
   - Freeze: prevents insertions and deletions in block
   - Hyphenate: indicates places for hyphenating in block

3., 4., 5., 6. and 7. See individual word processing program.

Module #3 Activities

I

Four Phases of Word Processing

1. creation
2. editing
3. formatting
4. printing

WORD PROCESSORS FOR MICROCOMPUTERS

SuperSCRIPT	$199.00
WordStar	$495.00
Quick Brown Fox	$ 65.00
Bank Street Writer	$ 95.00
Screenwriter II	$130.00
Newscript	$125.00
Spellbinder	$495.00

II

Printers

The formatting capability that you have depends upon both the software and the hardware. Word processing software provides a wide variety of formatting features, but even with one program, your formatting

capability is partly dependent upon the printer that you are using.

Not only do printers vary in the kind of formatting features they can accommodate, but there are some other basic differences between printers that will affect the appearance of your hard copy. Dot matrix printers are often used with microcomputers, functioning as word processors. This kind of printer prints characters by pushing wire rods against the ribbon and paper. If you look carefully at this print, you can see that the characters are formed by dots.

A letter quality printer is supposed to produce characters that have a better quality than is possible with dot matrix printers. These printers generally contain a "daisy wheel", which is an interchangeable printing element. By using different daisy wheels, you can get different "fonts", or character styles. Letter quality printers produce better looking hard copy, but they are generally more expensive and slower than dot matrix printers.

III Pretest

See individual word processing program.

Module #4 Activities

I

1. Number the disks and keep an index of the files on them.

2. Keep saving your work in progress.

3. Keep backup disks.

4. Use informative names, more detailed index information.

II (Answers are not the same for everyone)

III Student should have printout with two paragraphs, the first starting 'In setting up an index. . and the second, 'You can code. . . .

IV Pretest

1.-7. Save work frequently, make backup disks, don't fill a disk completely, delete unneeded files, use informative names for files, label your disks, use specially designed disk containers for storage.

8. copy 9. backup 10. rename 11. format

12. see word processing manual

13. FORMAT

14. Use block move or copy command and recall the block in another file.

Module #5 Activities

The text below should be printed with a header and numbering in a footer. It should be accompanied by another page containing a repeating message from a user key.

Special Print Effects

A word processor makes it much easier to produce a text with an attractive layout. The system does most of the work for you. It will center lines, indent paragraphs, number pages and automatically justify the right margins.

Text can be emphasized by the use of underlining or bold print. You must be careful, however, to avoid overusing these features. If overused, they can be distracting rather than helpful to the reader.

The use of the command for making the printer stop can be useful in the process of stylizing a document. For example, it provides an opportunity to change daisy wheels when you need different fonts. Or you might want to use a different kind of paper for some pages.

Many word processors enable you to write superscripts and subscripts. Superscripts are characters written a half line above the regular text. They are used for footnotes and to indicate the power of a number. For example: 25^2). Subscripts are often used in chemical formulas. For example: H_2O).

Sometimes you will have to go back to add some printer instructions to the text. When this is necessary, make space with the insert command, enter the command, and close the space up again.

You may find some procedures confusing at first and your printouts may reveal the need for reworking your text. Don't let it bother you. This is a natural learning process. When you are stuck, use the reference manual.

Student should have two copies of this form letter.

Dear/PERSON/,
I have been having a/ADJECTIVE1)
time at school. Every/TIME/ I learn
something new about/SUBJECT/, I think
I am doing/ADVERB1/ and my teacher
thinks I am doing/ADVERB2/. I will
be ready for a job by/DATE/.

/SIGNOFF/,
/NAME/

Pretest

Instructor evaluation of information from Module #5.

Module #6 Activities

I Document Author, Department, Time In, Type of document, Line Count, Time Out, Total minutes.

II (Address and phone number of WP equipment vendor.)

III (Subjective evaluations of procedures manual)

Pretest

Instructor evaluation of information from Module #6.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

The use of electronic word processing equipment in business offices is increasing at a rapid rate. This packet explains what word processing is and introduces you to word processing.

JOB SKILL:

Demonstrate knowledge of operation and proper handling of word processing equipment.

PERFORMANCE OBJECTIVE:

Load the word processing program into computer memory, access primary menus and help systems, enter text, and follow correct procedures in closing system down and in handling disks.

MATERIALS NEEDED:

*Computer with at least 48K of memory
*Disk or cassette containing word processing program
*Computer manual
*Word processing manual
*Pencil

DIRECTIONS: If you already know the components of word processing systems and you know how to load the program and enter text, demonstrate your knowledge by correctly completing the pretest below. Otherwise, proceed to the information section on the next page.

1. List and describe the function of the four basic components of word processing equipment:

   (a)_____

   (b)_____

   (c)_____

   (d)_____

2. Describe at least six precautions to observe in handling disks.

   _____

   _____

   _____

   _____

3. List in order the following steps in the process of loading the word processing program:

   _____

   _____

   _____

   _____

4. Define each of the following words:

   (a) Cursor_____

   (b) Wraparound_____

   _____

   (c) Control key_____

(d) Load _____

_____

(e) Overstrike _____

_____

(f) Prompt _____

_____

If you have not used a computer before, you may be worried about how complicated this is going to be. Well, relax. In a short time, you will be able to do everything you can do with a typewriter, and much more. Once you are familiar with the basics of starting up the program and typing material in, you will find it easy to learn about all the features that make a word processor valuable.

Although reference manuals are useful once you know a system, it is often very frustrating to try to learn a system from them. These lessons are designed to help you learn to use a word processing system as quickly as possible and with as little confusion as possible. This means that there will not be a lot of unnecessary details introduced at each step. Most of your learning will be the result of actually using the system.

Since you may have a lot of questions but are not sure what to ask, I will begin by answering some questions that are common to many beginners.

Question: WHY SHOULD I LEARN TO USE A WORD PROCESSOR?

Answer: In the past, most of the paperwork (processing words) in offices was done on typewriters. In the future, almost all this work will be done on a word processor. For business purposes, typewriters are going to become obsolete. In many businesses, this change has already occurred.

Question: WHY IS A WORD PROCESSOR SO MUCH BETTER THAN A TYPEWRITER?

Answer: A word processor can do everything a typewriter can do and it also has the following advantages (among many others):

1. Corrections and changes are simple. It is not necessary to use white-out or to retype material that needs slight changes. On a word processor you can add, remove, or change the format very quickly. You can make these changes while creating the document or after you are finished.

2. You can store documents on disks or tape so they can be recalled for the purpose of making additions or updates.

3. You can create form letters with a variety of different names, addresses, or other data that can be automatically inserted in each printed copy.

4. You can type faster because you know that mistakes can be corrected easily.

In summary, a word processor enables you to produce more work in a shorter period of time. In addition, you will find that you enjoy using a word processor more than a typewriter.

Question: WHAT ARE THE COMPONENTS OF A WORD PROCESSING SYSTEM?

Answer: There are four basic hardware items. In some computer systems, each item is separate and is connected to the rest by cables.

1. The keyboard looks very much like a typewriter keyboard. The unfamiliar keys that you will notice are the arrow keys and special keys for each system. You will learn about these keys as the lessons proceed.

2. The screen looks like a TV screen. It enables you to see what you have entered on the keyboard. The screen also enables the computer to communicate with you by displaying prompts and menus. Prompts are messages that sometimes require a response from you.

3. A disk is inserted into the disk drive for one of two purposes: (a) to load a program into the computer's memory or (b) to store or save information that has been typed into the computer's memory.

The word processing program comes on a disk or cassette and by loading the program, the computer becomes a word processor.

Sometimes a cassette tape recorder is used in place of a disk drive. It serves the same purpose but is not as fast and convenient as a disk drive.

4. The printer is the separate device that enables you to print on paper (hard copy)

what you have entered using the keyboard and have displayed on the screen. There are various different printers that may be connected to your computer.

That completes the list of word processing equipment that you will be using. In a later module, you will learn about the equipment in other kinds of systems.

Question: WILL THIS TRAINING HELP ME IF MY FUTURE EMPLOYER USES A DIFFERENT WORD PROCESSING SYSTEM?

Answer: Yes. There are dozens of different word processing programs and dozens of computers they might be used on, but once you have learned how to use one fairly powerful program, you will be able to learn another in a short time. You will know what a word processor can do and you will not be apprehensive about using a computer. You will, however, have to learn the particular commands that perform the functions on the new system. If you have been successful in mastering one word processing system, an employer will know that you can adapt to any system being used.

ACTIVITY 1:

DIRECTIONS: Fill in the blanks below:

The_____on a word processor is very similar to that of a typewriter. The characters that you type in are displayed on the_____. You insert a_____in the_____ to store programs or files. Hard copy is produced by the_____.

INFORMATION:

Before turning on the computer, there are a few things you should know about the care and handling of disks:

- When not actually being used in a disk drive, a disk should always be stored in its protective envelope.

- Do not touch or allow any dirt to contact the plastic portion that shows through the cardboard cover.

- Do not bend, paper clip, or write on a disk.

- Keep disks away from sunlight or extreme heat or cold.

- Keep disks away from anything magnetic such as electric motors or loudspeakers.

- Never insert or remove a disk from a drive while the drive is running.

If you have a program disk and the use of a computer, follow the steps in the word processing program exactly as they are given. The purpose of each step will not be explained in detail at this time. Once you have some familiarity with the operation of the system, explanations of these details will be more meaningful for you.

IMPORTANT:

Refer to the computer manual for instructions in turning on a specific computer. Some brands of computers are turned on, with specific instructions to wait for the red light on the disk drive to go out before inserting a disk. Other computers are off until the disk is in place in the disk drive. Each computer system will have specific instructions which need to be followed.

Well, you have arrived! The screen is like a blank piece of paper waiting for you to write on it.

Type the following paragraph, just as you would on a typewriter. Don't worry about mistakes and don't try to find a carriage return (there is no carriage). When you type the final period, save the material according to your computer manual.

Computers were first used in business about 1955. Since then their price has dropped drastically and their power has greatly increased. If the same thing had happened in the automotive industry since 1955, a Cadillac would now cost $5.00 and it would go 20,000 miles per hour.

You have seen what the purpose of the cursor is; it shows where a character will appear on the screen if you type the character on the keyboard.

Did you notice what happened when you got to the end of a line? The cursor moved down to the next line and

brought any unfinished words with it. This feature is called "wraparound" and it saves you the trouble of using a carriage return.

To make corrections, first move the cursor to the appropriate position. The arrow keys are the basic means of moving the cursor around on most computer systems. Experiment with them, moving the cursor around in your text. Notice what happens if you hold an arrow key down.

The simplest kind of correction is called "overstriking". This is just typing a new character over one that is to be replaced. Try this in your text, correcting errors or just changing words. (In the next module, you will learn many other ways of making corrections and changes.)

Each word processing program contains various HELP programs to assist you when you need help. To see what this involves, use the following command:

HELP

This will give you a help screen.

Read the commands which are shown on the "Help Screen Menu" with your word processing program. Practice these basic commands.

QUIT

Another command which is used at the end of a word processing session.

ACTIVITY II

DIRECTIONS: Type the following text:

There are different types of word processing systems. One distinction is between stand-alone systems and shared-logic systems. In a stand-alone system, the equipment is independent of equipment being operated by anyone else at the same time. In a shared-logic system, you work at a terminal that is connected to a central computer, and there may be, at the same time, a dozen other people working on terminals connected to the same computer. Hard copy is usually produced by a large, high-speed printer.

You are probably learning to do word processing on a microcomputer (also called a personal computer), which is a small, desk-top computer. A microcomputer can be used as a stand-alone word processing system. There are other stand-alone systems that are "dedicated word processors" and do not utilize a multipurpose computer. The advantage of using microcomputers is that the same equipment can be used, with different software, to do many other business tasks such as accounting, inventory control and financial or production planning.

(2) Now proofread your text and attempt to make any corrections needed. Use the arrows to move the cursor, the feature of overstriking to replace characters, and the space bar to erase characters. (You will learn some more powerful editing functions in the next module.)

(3) After proofreading, Save and Quit your text. Follow instructions of your computer system to turn off the computer.

ACTIVITY III

DIRECTIONS: Complete the Pretest. Inform your instructor when you think you are ready for the post-test.

This is the end of your introductory tour of a word processing program. You have just gotten a glimpse of what the system looks like. Starting in the next module, you will begin to learn how to use the surprising variety of features that are in a system.

The process of printing text that is displayed on the screen is a simple matter if the printer is set up properly, but we will save those details for the next packet. Now it is time to end your session with the computer. To protect the information stored on the disk, be sure to take the disk out before turning the power off.

To prepare for the post-test for this packet, study the information section and the vocabulary list given below.

VOCABULARY

Control key - A key which is used with other keys for special commands.

Cursor - A marker that appears on the screen to show where the next character will appear.

Disk - A flat piece of magnetized plastic enclosed in cardboard which is used to store information. Also called a diskette or a floppy disk.

Hard copy - Written, typed, or printed matter.

Hardware - The electrical and mechanical devices that make up a computer system.

Load - To put a file that is stored on a disk into a computer's memory.

Menu - A list of choices available.

Overstrike - To replace a character by typing another character in the same position.

Prompt - A message displayed on the screen providing information or asking the user for a response.

Save - To store information on a disk.

Software - Programs written to control a computer system. (Apple Writer II is an example of software.)

Wraparound - When a line is filled with text, the cursor automatically moves to the next line, taking incompleted words with it.

DIRECTIONS: Before each definition below, write the letter of the word defined.

1.___A blinking marker that shows where the next character will be displayed.	a. wraparound
2.___A printout on paper.	b. load
3.___A message on the screen asking for a response by the user.	c. software
4.___To put a program or file in the computer's memory.	d. control key
5.___The physical equipment in a computer system.	e. hard copy
6.___Is used in many commands.	f. prompt
7.___Moves the cursor, along with incompleted words, to the next line.	g. cursor
8.___Allows you to replace characters by typing over them.	h. overstrike
9.___What program and files are stored on.	i. disk
10.__The programs written to control a computer.	j. hardware

11. What is the command that displays the help screens?

_____

12. What is the command that takes you back to the menu?

_____

13. What command will save your text on the disk?

_____

14. When starting up a session, what do you do <u>first</u>?
(circle 1) turn power on OR insert disk

15. When ending a session, what do you do first? (circle 1)

turn power off OR remove disk

List four precautions that are important in preventing damage to a disk.

16. _____

17. _____

18. _____

19. _____

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

Once a document is typed onto the screen, it is usually necessary to make some changes. These changes may range from correcting spelling errors to adding new material to changing the order of paragraphs. In this module you will learn to do such editing tasks quickly and easily.

JOB SKILL:

Demonstrate knowledge of procedures for utilizing editing functions.

PERFORMANCE OBJECTIVE:

Edits text using insert, delete, search and replace, and block commands accurately.

MATERIALS NEEDED:

*Computer with at least 48K of memory
*Disk containing word processing program
*Computer manual
*Word processing manual
*Pencil

DIRECTIONS: If you already know how to use the editing functions available, demonstrate your knowledge by completing the pretest below. Otherwise, proceed to the information section on the next page.

1. Write the command for each of the functions below:

(a) Insert_____

(b) Left margin_____

(c) Next tab_____

(d) Delete_____

(e) Cursor to specified string_____

(f) End of text_____

(g) Cursor to specified page_____

(h) Print_____

(i) Beginning of text_____

(j) Next or last page_____

(k) Search and replace_____

2. List 7 block-action choices available and describe what each one does.

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

(f)_____

(g)_____

3. What command would you use to find every occurrence of a certain string?_____

4. What command would you use to move a paragraph within the text?_____

5. What command would you use to move the cursor to page 7?_____

6. What is a default value?_____

7. What command would you use to make another copy of a paragraph or other long unit of text?_____

Editing is the process of making changes in text that already exists. The purpose of the changes might be to correct mistakes or to improve style or they might be needed because the creator of the text decided to add something more or to take something out.

The basic skill required for editing is the ability to move the cursor quickly to any place in the text. You have already learned how to use the arrow keys to move the cursor, but now you will learn to make the cursor move immediately to more distant locations in the text. These commands will save you time, especially when you are working on text with numerous pages.

You will frequently use the delete function to remove characters and the insert function to add material. To delete or reorganize large units of text ("blocks"), such as paragraphs or pages, you will use block-action commands. They greatly increase your efficiency in editing large amounts of text.

The search and replace function enables you to locate every occurrence of a certain word, phrase or any other string of characters. The function will not only locate each occurrence, but will automatically replace it with whatever string you specify. For example, you might want to systematically replace one name with another in the text.

Now that you know the general purpose of these editing functions, I will list the commands that initiate them and then give you some activities which require the use of these functions. Read through the list of commands to become familiar with them before beginning the activities and then refer back to the list as needed. Once you use them a number of times, they will begin to stick in your memory.

DELETE AND INSERT

The two commands that you will probably use most often are the delete and the insert commands.

DELETE

Erases the character at the cursor position and pulls the line over to fill the gap.

INSERT

Opens a space in text to insert material. After you have typed the insert, use the delete command to close the space.

ACTIVITY I

DIRECTIONS: Complete each step below in order.

(1) Load the word processing program and type in the following text.

Two of the primary functions of a word processor are editing and formatting. In learning to use a particular word processing program, most of the functions you learn to use are either editing or formatting functions.

After saving a document on a disk, you can always recall it and do further editing if needed. Various refinements and alterations can be made in the document without retyping the whole thing.

When you're editing, you're concerned mainly with the content of the document. Does the document contain all the information it is supposed to? Is the spelling and grammar correct? Should the words, sentences, or paragraphs be rearranged? You will find yourself using the insert and delete functions frequently to make minor alterations. The block-action commands make it easy to make alterations in relatively large portions of text. Many of these commands will become automatic for you; others may not be used as often and may require looking up in the help system.

Once you are satisfied with the content, you can then focus on formatting the document. Formatting has to do with how the document will look on a printed page. You will begin to learn about formatting functions in the next module.

(2) Delete the word 'particular' in the second sentence of the first paragraph.

(3) Insert 'This saves much valuable time.' after the first sentence in the second paragraph. Check the spacing afterwards - if necessary, use the insert command again to create a space.

(4) In the first sentence of the third paragraph, change both occurrences of 'your' to 'you are'.

(5) Break the third paragraph into two paragraphs. The new paragraph should begin with 'You will find. . .'

(6) Delete the last sentence in the last paragraph.

(7) Save your text on the disk.

CURSOR MOVEMENT

SHIFT + ARROW commands generally move the cursor the maximum distance in the direction of the arrow. These commands are listed:

NEXT TAB

Moves cursor to next tab.

NEXT OR LAST WORD

NEXT OR LAST PARAGRAPH

NEXT OR LAST PAGE

See specific computer system for additional editing commands.

ACTIVITY II

DIRECTIONS: Complete each step below.

(1) Display the text you entered in Activity I.

(2) Using the SHIFT + ARROW commands, move the cursor (a) to the end of the text, (b) to the beginning of the text, (c) three tabs to the right, and (d)

back to the left margin.

(3) Using the ARROW + LETTER commands, practice moving the cursor forward and backward to the next and last (a) word, (b) paragraph.

(4) Place the cursor at the beginning of the text. Move the cursor forward to the specified string 'automatic'. Then move the cursor to the previous occurrence of the string 'saving a document'.

(5) Continue practicing the cursor movement commands until you are comfortable with all of them.

(6) Save your text.

BLOCK ACTION

A block is any unit of text. Before using a block-action command, you must indicate the block that is to be moved, deleted, adjusted, copied, or whatever.

There are two ways to define a block:

DEFINING THE BLOCK:

1. Mark the block, OR

2. Place the cursor within the block. A prompt will ask you to indicate whether your block is that word, sentence, paragraph, page, or the rest of the text, from the cursor position to the End. Respond according to the word processing program you are using.

Explanation of block-action commands:

Delete - Erases the block.

Copy - To make the block appear in more than one place.

Move - To move a block from one place to another.

Adjust - To change the format of the block to match the format of some other paragraph in the text.

Search - To locate every occurrence of a string in the block and to delete it or replace it with another string.

Freeze - Prevents the block from being changed (insertions, deletions, format changes).

Linespacing - To change the linespacing of the block.

ACTIVITY III

DIRECTIONS: Complete each step below.

(1) Display the text you entered in Activity I.

(2) Using a block-action command, copy the second paragraph. Then place it at the end of the text.

(3) Using a block-action command, delete the second paragraph (the one that you copied).

(4) It appears that the paragraph beginning "Once you are satisfied. . ." should be the final paragraph. Use the Move block-action command to move that paragraph to the end.

(5) Define the entire text as a block. Use the block-action search command to replace each occurrence of 'alterations' with the simpler word 'changes'. Look through the text to be sure that the replacements have been made.

SEARCH AND REPLACE

This function enables you to find, delete or replace every occurrence of a string in the entire text. After you type the command, you will get a set of search and replace options.

Type of search: (Find/Delete/Replace)

This gives you three choices - find, delete, and replace. Refer to your word processing program for the commands for Find/Delete/Replace.

ACTIVITY IV

DIRECTIONS: Complete each step below.

(1) Display the text you entered in Activity I.

(2) Place the cursor at the beginning of the text (with one command). Using the search and replace command,

have the program find each occurrence of the string 'the', searching by word, ignoring upper/lower case differences. Do not replace the string with any other string and have the search pause after each find. After pressing ENTER, notice the prompt at the bottom of the screen. Type the first letter of your choice. Press BREAK to leave the search and replace function.

(3) Position the cursor back at the beginning of the text. Using the search and replace function again, repeat the search for 'the' but this time have the program search by character. Notice the additional occurrences of 'the' that are found.

(4) Position the cursor at the beginning of the text again. Using the search and replace function, replace every occurrence of 'document' with 'text'.

(5) Save your text.

PRINTING

When you first open your file by giving it a name, you are presented with a list of options that has your file name at the top. Some of these options have to do with printing. Where it says "Printer type:____", you will need to specify what kind of printer you are using. (Check with your instructor.)

IMPORTANT: Before proceeding, consult with your instructor to be sure the printer is set up properly.

VOCABULARY

Block - A unit of text that is defined for some kind of modification.

Default value - A value automatically used by the program unless it is changed by the user.

Delete - To erase or remove.

Editing - The process of revising and rearranging the contents of a document.

Insert - To add characters into already existing text.

Search and replace - A function that enables you to locate, delete or replace every occurrence of a string.

ACTIVITY V

DIRECTIONS: Print your text, remove your disk, and turn the equipment off. Save your hard copy to show to your instructor.

ACTIVITY VI

DIRECTIONS: Complete the pretest. Inform your instructor when you think you are ready for the post-test.

POST-TEST

DIRECTIONS: In the space provided, write the command which applies to your word processing program.

1. ___Marks the start of a block _____
2. ___Marks the end of a block _____
3. ___Moves cursor to specified page _____
4. ___Insert _____
5. ___Block action _____
6. ___Search and replace _____
7. ___Moves cursor to beginning of text _____
8. ___Moves cursor to next or last page _____
9. ___Delete _____
10. __Moves cursor to left margin _____
11. __Moves cursor to next tab _____
12. __Moves cursor to end of text _____

13. What command would you use to replace one name with another every time it occurs in the text?_____

14. To add a character space in the middle of a line of text, you would type_____and then_____, and then_____.

15. A value that is automatically used by the program unless you change it is called a_____value.

16. After defining a unit of text that you want to move from one place to another in the text, you must use what command?_____

17. The process of making changes in the content of text that already exists is called_____.

18. What is the command for printing hard copy?_____

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

When you are employed as a word processing operator, you will probably have to produce documents of various sizes and formats. In this module you will learn how to use the basic formatting functions that will be needed.

JOB SKILL:

Demonstrate knowledge in document preparation.

PERFORMANCE OBJECTIVE:

Sets and modifies margins, tabs, and linespacing and keyboards materials for various sizes and arrangements of hard copy with accuracy.

MATERIALS NEEDED:

*Computer with at least 48K of memory
*Disk containing word processing program
*Computer manual
*Word processing manual
*Pencil

DIRECTIONS: On the line after each function below, write the command which activates that function.

1. Edit tab line_____
2. Move cursor to next tab_____
3. Alignment tab_____
4. Center_____

DIRECTIONS: Explain how to do each of the following.

5. Save a tab line_____
6. Recall a tab line_____
7. Produce a double spacing in the entire text_____

_____

8. Format a block exactly the same as in a particular paragraph in the text_____

_____

9. Create a blank line_____
10. Justification_____

INFORMATION: 3.3

Your first step in formatting a text is taken when you open a document and name the document. The rest of the options have a default value given. A default value is the choice that is made automatically unless you change it to something else.

Line spacing: This determines the spacing of lines on the printout but does not affect the appearance of the text on the screen.

Setting Margins and Tabs

See individual word processing program for instructions. Regular tab, indent tab, and align tab are several tab options.

ACTIVITY I

DIRECTIONS: Load the word processing program and open a new file. Complete each of the steps listed below.

(1) Setting the tabs: Edit the tab line. Put in a tab (+) three spaces past the 2 on the tab line. Remove the tab at the 3-1/2 inch position and leave the rest of the tabs as they are. Press ENTER to lock this tab line in.

(2) Typing with tabs: Move the cursor to the first tab to type the first line below. Use the second tab position for each numbered line.

Four Phases of Word Processing

1. creation
2. editing
3. formatting
4. printing

(3) Create three blank lines.

(4) You will use both regular tabs and the align tab to type the price list below. Use the second tab position for the name of the software and then use the align tab command to position the prices.

WORD PROCESSORS FOR MICROCOMPUTERS

SuperSCRIPT	$199.00
WordStar	$495.00
Quick Brown Fox	$ 65.00
Bank Street Writer	$ 95.00
Screenwriter II	$130.00
Newscript	$125.00
Spellbinder	$495.00

The following are various commands and techniques for organizing text that you will probably use frequently:

CENTER

To center as you type, execute the command and the characters you type will appear midway between the margins and move out in both directions.

To center a paragraph that has already been typed, position the cursor within the paragraph and execute the command.

Sometimes you will want to start a new page to avoid breaking up a paragraph or a list or some other unit of text.

NEW PAGE

Execute the command at the beginning of the paragraph you want to start the next page. (You cannot force a new page in the middle of a paragraph, so use a paragraph marker if you have to break up a paragraph).

In your word processing program look up the following commands: blank lines, spaces, linespacing and adjust.

VOCABULARY

Justification - printing text with an even right margin.

DIRECTIONS: Open the same file you were using in Activity I and complete each of the steps listed below.

(1) Leave a few blank lines after the text entered before. Type the following text using the default format values. You will have a chance to alter the format later.

Printers

The formatting capability that you have depends upon both the software and the hardware. Word processing software provides a wide variety of formatting features, but even with one program, your formatting capability is partly dependent upon the printer that you are using.

Not only do printers vary in the kind of formatting features they can accommodate, but there are some other basic differences between printers that will affect the appearance of your hard copy. Dot matrix printers are often used with microcomputers functioning as word processors. This kind of printer prints characters by pushing wire rods against the ribbon and paper. If you look carefully at this print, you can see that the characters are formed by dots.

A letter quality printer is supposed to produce characters that have a better quality than is possible with dot matrix printers. These printers generally contain a "daisy wheel", which is an interchangeable printing element. By using different daisy wheels, you can get different "fonts", or character styles. Letter quality printers produce better looking hard copy, but they are generally more expensive and slower than dot matrix printers.

(2) Let's begin by centering the title.

(3) Now use the block-action command to change the margins in the first paragraph. With the cursor in the first paragraph and using the 'edit tab line' function, set the left margin at the one inch mark and put the right margin at the 7 inch mark. Change the indent tab accordingly.

(4) Put the cursor in the second paragraph and recall the tab line you saved in step 3.

(5) Change the margins of the third paragraph by using

the block-action command to adjust it to the format of one of the first two paragraphs.

(6) Now place the cursor at the beginning of the text and define all three paragraphs as one block. Use the block-action command to change the linespacing to double space.

(7) If your computer is connected to a printer, print your text and then save it on your disk. If you are not connected to a printer, save the text on a disk and print it when you have access to a computer connected to a printer.

ACTIVITY III

DIRECTIONS: Complete the pretest. Inform your instructor when you think you are ready for the post-test.

DIRECTIONS: In the space provided, write the command which applies to your word processing program.

1. ___Edit tab line _____

2. ___Center _____

3. ___Align tab _____

4. ___Block action _____

5. ___Used when recalling a saved tab line _____

6. ___Moves cursor to next tab _____

7. ___A block-action command used to format a block just like the format of some paragraph _____

DIRECTIONS: For each of the sentences below, write 'T' or 'F' in the blank to indicate whether the sentence is true or false.

8. ___You must use the menu when changing margins in your text.

9. ___You cannot force a new page in the middle of a paragraph.

10. __You can change the linespacing in a paragraph with block-action command.

11. __You must use the menu when changing the end-alignment character.

12. __The Open Document Options can be used to set the lines per page, the left and right margins, and the linespacing.

13. __A block-action command is used to center a unit of text.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

The storage and retrieval of files is one of the most important aspects of a word processing job. When not done properly, file management procedures can result in lost files, lost time and much frustration. In this module, you will learn the basic file management commands and the procedures necessary for effective file management.

JOB SKILL:

Demonstrate knowledge of file management.

PERFORMANCE OBJECTIVE:

Stores, retrieves, copies and organizes files with efficiency and accuracy.

MATERIALS NEEDED:

*Computer with at least 48K of memory
*Disk containing word processing program
*Computer manual
*Word processing manual
*Blank disk
*Pencil

DIRECTIONS: List 7 practices that are important for effective file management.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

DIRECTIONS: Write the name of the command that belongs in each of the blanks below.

8. To make a copy of a file, you would use the _____ command.

9. To make a copy of a program disk, you would use the _____ command.

10. To change the name of a file, you would use the _____ command.

11. To prepare a disk for storing files, you must use the _____ command.

DIRECTIONS: Write the command (not its name) you would use to do the following tasks:

12. _____ To find how much space is left on your disk.

13. _____ To prepare a blank disk for storing files.

DIRECTIONS: Explain how you would combine two files into one file.

14. _____

_____

Your primary concern in managing files will be to avoid losing files. In handling traditional paper files, losing a file generally just involves misplacing it. In handling files with a computer, however, information can disappear completely, with no possibility of being found.

Your other main concern will be to store files so that they can be easily located and retrieved.

There are a number of procedures which, if practiced consistently, will help you to maintain an effective filing system.

1. While you are working on a document, stop frequently and save the portion already completed. If there is a temporary power failure or if you make an error that clears the computer's memory, you will not have lost the entire document.

2. Copy your files onto another disk. If the original disk is damaged, you will have a backup copy. Disks deteriorate after a few years of use.

3. Don't try to fill a disk completely. Leave about 20% of the space free in case you need to revise or add to files on the disk. The disk directory will tell you how much space is left.

4. Delete files that you no longer have any need for.

5. Use names for your files that will help you (or someone else) identify their contents at a later time. Since the length of a name is limited, you may want to use abbreviations or codes in the name.

6. Put labels on your disks with the number of the disk. Either write descriptive information on the label or in an index file on the disk. Also keep an index listing of your disks so you can locate a particular file quickly.

7. Use specially designed containers to store disks. These are bins and revolving files for storing disks so they can be easily indexed and located.

ACTIVITY I

DIRECTIONS: Explain what procedures would have helped to prevent each problem described below.

(1) When Alan's boss asks for a copy of a file that is stored on a disk, it usually takes Alan a long time to find the disk that contains the needed file. He has to go through a pile of disks, loading each one into the computer to look through its directory.

(2) Ruth had spent two hours typing the proposal on the word processor. Suddenly, the power went off. It was only for a second but the text was gone. Ruth had to start over from the beginning.

(3) Bob inserted the disk into the drive to make some copies of the form letter that was sent to all new customers. He had used this disk many times before with no problems, but this time, it would not work. He kept getting a message about disk failure. He would have to get help in writing a new copy of the letter to put on a fresh disk.

(4) Alice had created so many files that it was difficult for her to remember what was in the files. She had an index of the files, but the names of the old files were no longer familiar to her. She had to display many of t' on the screen before she knew what was in them.

DISK DIRECTORY (or Catalog)

A prompt will appear asking which disk (drive) you want to see. The names of the files on the disk will be displayed but not in order. This directory won't tell you how much space is left.

COMPRESS

A prompt will ask for the name of the file to be compressed - type it in. A prompt will ask for the name of the new, compressed file - type it in.

Before compressing a file on the same disk as the original, be sure there is enough space for both the old and the new file. You may want to delete the old file afterwards.

Most of the file management commands are specific to each word processing program. Look up the commands for the following: copy, delete, erase, rename, format, combine files, and move.

VOCABULARY

ASCII - Stands for American Standard Code for Information Exchange. Used to translate documents from one program to another.

Backup - Extra copies stored separately so there is another copy in case there is difficulty with the original copy.

Operating System - A group of programs that helps to run the computer.

Password - A word or combination of characters that must be entered before information is made available to the user.

ACTIVITY II

DIRECTIONS: Complete each of the following steps.

(1) Load the word processing program from a disk on which you have saved some files. From the main menu, display the directory of files and identify the names of files that you have saved before.

(2) Compress one of your files. (Don't forget to alter the name slightly.)

(3) Look at your directory. Does the compressed file take up any less space than the original?_____. How much space is left on the disk now?_____

(4) Delete the original file, but leave the compressed version on the disk.

(5) Rename the compressed version of your file.

DIRECTIONS: Complete each of the following steps.

(1) If you are working with a computer that has two disk drives and you have a blank disk available to you, insert the blank disk in the top drive with the word processing disk in the bottom drive.

If you do not have another disk available to you, then skip the formatting step. (2). If you have an extra disk but just one drive, you can do the formatting by removing and inserting the two disks as you are so prompted.

(3) Format the extra disk.

(4) Open a document on the program disk in top drive and type in the following text:

> In setting up an index for files stored on disks, you must be careful in choosing the categories for sorting out the files. This is largely determined by the kind of business that you are working for and what kind and numbers of files you are handling. It might be appropriate to index by customer, salesperson, author, or department.

(5) Quit the file and open a document on the disk in bottom drive. Type in the following text:

> You can code a lot of information into the name of a file. For example, the name M54RS9-4 could indicate that it is a marketing department file (M), job number 54, the client was Rick Salter (RS), and the file was entered in September 1984 (9-4). Such a coding system is particularly important if some other operators might be using your files.

(6) Now place this second document into the file you entered in step four by using the block command. The result should be that the first file you opened now consists of the two paragraphs.

NOTE: Check word processing manual for drive numbers and locations.

DIRECTIONS: Complete the pretest and inform your instructor when you think you are prepared for the post-test.

DIRECTIONS: In the space provided, write the command which applies to your word processing program.

1.___Prepare a new disk to store files. _____

2.___Change the name of the file, FILE #1 to 'MEMO #1'. _____

3.___Copy MEMO #1 from the disk in drive 0 to the disk in drive 1. _____

4.___Delete the file MEMO #1. _____

5.___Copy MEMO #1 to another disk using only one disk drive. _____

6.___Find out how much space is left on your disk. _____

7.___Make another copy of your program disk. _____

DIRECTIONS: List 5 practices that are important in effective file management.

8._____

9._____

10._____

11._____

12._____

DIRECTIONS: What commands would you use to combine two files into one?

13._____

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

Good word processing programs provide many features that go beyond the basic editing and formatting functions. These features make it possible to produce a wide variety of professional looking documents with little effort. In this module, you will learn about some special features that will greatly increase your effectiveness in document preparation.

JOB SKILL:

Demonstrate knowledge of advanced features for document preparation and printing.

PERFORMANCE OBJECTIVE:

Applies procedures for creating form letters, headers and footers, and automatic pagination, and makes use of special feature print codes and programmed user keys to accurately produce complex documents.

MATERIALS NEEDED:

*Computer with at least 48K of memory
*Disk containing word processing program
*Computer manual
*Word processing manual
*Pencil

DIRECTIONS: Write the command for each of the functions described below.

1._____Top of form
2._____Program a user key
3._____Create a header
4._____Create a footer
5._____Printout pause
6._____Bold print
7._____Underlining
8._____Strike through
9._____Merging
10._____Subscript

DIRECTIONS: Write out the answer for each question below.

11. What are the procedures for numbering the pages automatically?_____

_____

12. What are the three steps in preparing a form letter?

(a)_____,

(b)_____, (c)_____.

13. After you have entered the text for a header or a footer, what command do you use to return you to your document?_____

14. If you were editing user key fields, what would you write to make user key 7 produce 'I love you' repeatedly?_____

15. Write a code name that could be used in a master document for each of the variables in the following set of data:

	Code Name
Bob Kramer	_____
31 years old	_____
male	_____
single	_____

16. Which default values can be altered in each of the following utility systems?

Open Document Options_____

Printer options_____

Search and Replace options_____

Change align character_____

Verify deletions of text blocks_____

INFORMATION

The following commands enable you to produce special printing effects such as underlining and bold printing. This is done by using print codes that appear on the screen but do not appear on the printout.

PRINT CODES

Print codes vary by computer system. Check your system for the correct commands.

The next code will make the printer pause (stop). You might use this to provide an opportunity to change the print wheel being used at that point.

PAUSE PRINTOUT

A prompt will ask if you want to continue printing. Respond Y or N.

ACTIVITY I

DIRECTIONS: Type the text below so that it will be printed just as it appears here. Set your margins for the left column and type it in. When you are ready for the right column, use the top of form command and reset your margins. You will need to leave some blank lines before the start of the text in the right column to make both columns start on the same line. Print the text and then make any corrections that are necessary.

Special Print Effects

A word processor makes it much easier to produce a text with an attractive layout. The system does most of the work for you. It will center lines, indent paragraphs, number pages and automatically justify the right margins.

Text can be emphasized by the use of underlining or bold print. You must be careful, however, to avoid overusing these features. If overused, they can be distracting rather than helpful to the reader.

The use of the command for making the printer stop can be useful in the process of stylizing a document.

For example, it provides an opportunity to change daisy wheels when you need different fonts. Or you might want to use a different kind of paper for some pages.

Many word processors enable you to write superscripts and subscripts. Superscripts are characters written a half line above the regular text. They are used for footnotes and to indicate the power of a number (for example: 25^2). Subscripts are often used in chemical formulas (for example H_2O).

Sometimes you will have to go back to add some printer instructions to the text. When this is necessary, make space with the insert command, enter the command, and close the space up again.

You may find some procedures confusing at first and your printout may reveal the need for reworking your text. Don't let it bother you. This is a natural learning process. When you are stuck, use the reference manual.

INFORMATION:

HEADERS AND FOOTERS

A header is a line that is printed at the top of a page. A footer is a line that is printed at the bottom of a page. You can print the same header or footer on every page, or you can have one header or footer on even pages and a different one on odd numbered pages. Either a header or a footer can be used to request automatic page numbering.

There are two basic steps involved in printing with headers and footers.

1. Prepare the header or footer page. This page is stored as a separate page on the disk. In paginating the text, the program takes into account the length of the headers and footers.

2. On the open document options, you specify the first page for the header and footers to be printed and the page number to begin with.

HEADER PAGE

A prompt will ask if you want print on even or odd numbered pages. (If you prepare only one header page, it will be printed on all pages.

AUTOMATIC PAGE NUMBERING

While entering the header, position the cursor where you want the page numbers.

Footers are created in the same way.

When you have prepared the header or footer pages, you use the Open Document or File Options (which are displayed when you open a document) to indicate the first page for them to be printed. You use the Print Text Options (which are displayed when you give the print command) to indicate what page number should be on the first header or footer printed. (These option displays can be reached from the System Setup Utility.)

ACTIVITY II

DIRECTIONS: (1) Open the file you created in Activity I. (2) Create a header page that contains the text module #5 Activities' and create a footer page with automatic numbering. Center the numbers. Leave at least one blank line between the text and the headers and footers. These headers and footers will be used when printing at the end of Activity IV.

FORM LETTERS

A form letter is printed many times but with different information, such as names and addresses on each copy. There are three steps involved in preparing a form letter with a word processor:

1. Create a master document, or stencil, which contains variable positions where different strings will be inserted.

2. Create a variables list with the different strings that will be inserted in the variable positions in the master document.

3. Merge these two documents so that one letter is printed for each group of variable strings.

Creating a master document

Open a document and type the text. At each variable position, type a code name for the variable. A code name is a string with defining characters at each end, such as /LASTNAME/. Examples of defining characters are/. . ./, &. . . &, and . . . . Whatever defining characters you use must be used consistently throughout the master document and the variables list.

An example of a master document is shown.

/MRMS/ /FIRST/ /LAST/
/STREET/
/CITY/STATE/ /ZIP/

Dear /MRMS/ /LAST/:

We have received your order of /NUMBER/ /PRODUCT/. You can expect delivery within three weeks.

Sincerely,
Quick Find Co.

Creating a variables list

Open and name a document for the variables list. Type the list of code names that were used in the master document.

Using information from your specific word processing program, create a variables list. An example of a variables list for the sample master document is given below:

/MRMS/
/FIRST/
/LAST/
/STREET/
/CITY/
/STATE/
/ZIP/
/NUMBER/
/PRODUCT/

/Mr/
/Carlos/
/Mendoza/
/3055 Alden Rd/
/Benson/
/Nebraska/
/79230/
/12/
/golf balls/

/Ms/ /Mary/ /Lewis/ /44 Jones Ave/ /Carnegie/ /Pa/ 15106/
/1/ /pack/

The variables can be listed either vertically, as the first group is, or they can be listed side-by-side, as in the last group, if a space is left between them. Be careful to put in all the defining characters and to keep the same order.

Now the two documents can be merged.

MERGING

Follow instructions from your specific word processing program.

ACTIVITY III

DIRECTIONS: (1) Open a new file for a master document and type in the stencil below.

Dear /PERSON/,
I have been having a /ADJECTIVE1/ time at school. Every /TIME/ I learn something new about /SUBJECT/, I think I am doing /ADVERB1/ and my teacher thinks I am doing /ADVERB2/. I will be ready for a job by /DATE/.

/SIGNOFF/,
/NAME/

(2) Save the master document and open a file for a variables list. Write the variables list with two groups of variables.

(3) Merge the two files, printing two form letters. Make any needed corrections.

SYSTEM SETUP UTILITY

You have seen, by now, that the program has default values for many of the options in various systems. If you do not want the default value, you can choose other options for the document you are working with. You can also, however, change the default values for the program to suit your own needs by using the System Set-up utility.

The System Setup utility is chosen from the main menu. When the System Setup utility appears, type the letter representing the utility that you want. The utility will display the program's default values. Use the arrow keys to position the cursor. Use the Insert and Delete commands as you normally would. SHIFT + CLEAR will clear all text to the right of the cursor. Type in the defaults you want.

VOCABULARY

Footer - Text placed at the bottom of each page.

Header - Text placed at the top of each page.

Merge - The combining of a master document and a list of variables.

User key - A key that can be programmed with sequences of keystrokes.

Variable - A set of symbols in a stencil for which strings in the variables list are substituted.

ACTIVITY IV

DIRECTIONS: Complete the pretest and inform your instructor when you think you are ready for the post-test.

POST-TEST 5.10

DIRECTIONS: In the space provided, write the command which applies to your word processing program.

1.___Program a user key _____

2.___Merge master document with variables list _____

3.___Make the printout pause _____

4.___Roll the paper back to first line _____

5.___Underline _____

6.___Bold print _____

7.___Create a footer _____

8.___Produces automatic page numbering in a footer _____

9.___Create a header _____

10.__Double underlining _____

11.__Writes @ _____

12.__Returns you to document from header page _____

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

RATIONALE:

If you are employed in a word processing center, you will probably have to use logging procedures and, in time, you will be expected to assume some administrative responsibilities. Although the procedural details and the forms used in logging-in and in administrative tasks will be different in each organization, it is important to understand the general nature and purpose of these procedures.

JOB SKILL:

Demonstrate knowledge of types of administrative assignments and logging-in procedures.

PERFORMANCE OBJECTIVE:

Identifies the standard elements and purposes of logging procedures and administrative assignments with accuracy.

MATERIALS NEEDED:

*Yellow Pages Phone Directory
*Pencil

PRETEST

DIRECTIONS: State five reasons that an office supervisor might have for requiring log sheets to be used to record all work flow.

1. _____

2. _____

3. _____

4. _____

5. _____

DIRECTIONS: List 10 items of information that may go into a work sheet.

6. _____ 11. _____

7. _____ 12. _____

8. _____ 13. _____

9. _____ 14. _____

10. _____ 15. _____

DIRECTIONS: List three ways of preparing yourself to place supply orders for the office in which you are employed.

16. _____

17. _____

18. _____

DIRECTIONS: Give three reasons for an office to have procedural manuals.

19. _____

20. _____

21. _____

A log is a record of the work that comes in and goes out of a work station. If you are working in a word processing center, you will probably have to follow certain logging procedures every day.

LOGGING PROCEDURES

There are various reasons for a word processing center to keep logs. One purpose is to be able to keep track of documents that are being processed. The most important reason, however, is to measure productivity. This enables a supervisor to determine how much work is produced by each employee and how long it takes to produce a particular kind of document.

Reasons for measuring production

Productivity measurement is an important tool in managing a word processing department. It is used in the following ways:

1. To schedule work more realistically. If a supervisor knows how long it will take to produce certain kinds of documents, he/she will be able to schedule work more effectively.

2. To justify hiring more personnel or buying new equipment.

3. To provide a basis upon which to determine charges for work produced by a particular processing department.

4. To set standards of performance for a department that are useful in evaluating the performance of personnel in the department.

5. To help recognize problems and their causes so they can be corrected.

6. To develop and revise budgets for the word processing center.

Productivity measurement can be done in various ways, such as counting lines, pages or units. The method used depends on the type of work that is being done. Counting lines takes more time, counting pages is less precise, and counting units is useful only if the documents being produced are very uniform.

Log Information

What kind of information goes into a log sheet? Although the details will vary for different organizations, the following items of information are commonly called for:

1. Date and time received
2. Due date or an indication of priority
3. Disk number
4. Author and department for whom the work is being done
5. Special instructions
6. Name of person to whom a letter is being sent
7. Work request number
8. Type of document
9. Origin of document - dictated, handwritten or revision
10. Draft or final copy
11. Date and time completed
12. Number of lines, pages, or units produced
13. Name or initials of the secretary

Work Requisition Forms

Some companies use work requisition forms on which the author describes the work to be done by a secretary. The secretary then adds times and other information and the forms are all tabulated and totaled at the end of the day. In some companies, these forms take the place of regular log sheets.

Centralized Computer Systems

You have been learning to do word processing on a microcomputer, which is a stand-alone system. You might find employment, however, which requires you to work in a shared-logic system. This means that your terminal, as well as many other terminals in the organization, will

be connected to a large, central computer.

Many businesses have shared-logic systems because they provide some advantages over stand-alone systems: a large computer has more memory, which enables it to run more extensive and more complicated programs. And rather than storing files on floppy disks, a large computer can store vast numbers of files on-line - they can be accessed by commands from the terminal rather than by manually loading files from a disk. Also, every terminal has access to the same files so two operators can be working on different parts of the same document at the same time. In a shared-logic system, several terminals will share one large, fast printer.

Logging procedures in a shared-logic system may be done at the terminal rather than on paper. Information such as the length of a document and the time spent working on it may be gathered automatically and thus not require any separate entry procedures. The tabulation of times, lines, and even keystrokes can be done by the computer without wasting any of an operator's work time.

ADMINISTRATIVE ASSIGNMENTS

Once you have some experience and perform well in a word processing job, you may be expected to assume some administrative responsibilities. We will consider some administrative tasks that might be assigned to you.

Contacting Equipment Vendors

Reasons why you may have need to contact equipment vendors include:

1. Obtaining catalogs or other information necessary for placing orders.

2. Placing authorized orders for supplies and equipment.

3. Placing repair calls on equipment.

4. Obtaining information on the operation of equipment.

In carrying out such assignments as these, it is important to find out who is in charge of purchasing and what the company's procedures are for authorizing and placing orders. These procedures are usually carefully defined so as to maintain tight control and good records of such expenditures.

Become familiar with the catalogs and other reference material that can provide you with order numbers and prices. Since there are frequently various models of a particular kind of equipment, it is usually necessary to have an item number, rather than just a description, when communicating with a vendor.

Know how to locate a vendor's telephone number in either the yellow pages or the business section of a telephone book.

Always be tactful when dealing with a vendor, even if the process is personally frustrating to you. Remember that you are representing your company to that vendor - the transaction is not a personal matter. Maintaining good relations with a vendor may be useful when your company is in need of special attention, such as a rush order, at some time in the future.

Preparing Procedural Manuals

A procedural manual is a collection of step-by-step instructions for completing various tasks.

The reasons for having procedural manuals include:

1. To efficiently train new employees.

2. To help employees perform their work uniformly and efficiently.

3. To reduce wasted time resulting from employees asking questions about procedures.

Some examples of procedures that may be prescribed for different personnel are:

Procedures for Supervisors:

- Preparing reports for management
- Supervising employees
- Evaluating personnel
- Handling grievances

Procedures for Administrative Secretaries:

- Placing, receiving, screening and transferring telephone calls

- Sorting and preparing mail to be answered

- Making arrangements for meetings and dictating the minutes

- Making travel arrangements

Procedures for Correspondence Secretaries:

- Logging and measuring work

- Operating word processing equipment

- Coding and recording documents

- Producing standard formats of various kinds of documents

A procedural manual is more effective if it is easy to read, well-illustrated, a nd contains only the basic information needed.

It is unlikely that you will be involved in the preparation or revision of procedural manuals until you have a fair amount of experience working for the company and have become familiar with the shortcomings of the current manuals with respect to your work area. Word processing systems are frequently modified and updated. If you are working with the system every day, you will be a valuable source of information when the procedures for operating the system are being revised.

VOCABULARY

Log - A record of work flow

On line - Stored information is available through commands entered at a terminal.

Shared-Logic system - A word processing system that has many terminals connected to a central computer.

Stand-alone system - A one-user word processing system that is self-contained.

Terminal - A work station consisting of a keyboard and display screen.

ACTIVITY I

DIRECTIONS: Look at the entries in the log sheet that follows. Choose, from the list

provided, the column headings that belong in the blanks at the top of each column in the log and write those headings in the appropriate spaces.

Column heading choices:

Line Count	Time In
Document Author	Total Minutes
Time Out	Department
Type of Document	

WORD PROCESSING LOG

Albert Smith	Accounting	8:35	R	42	9:00	35
Judy Gonzales	Marketing	9:05	L	25	9:20	15
Andrew Jones	Public Relations	9:22	M	12	9:30	8
Betty Butler	Marketing	9:35	R	110	10:27	52
Eleanor Pope	Personnel	10:40	L	33	10:58	18

Type of Document

L Letter
M Memorandum
R Report
O Other

Total lines typed 222

Total production minutes 93

Date_____ Operator's Name_____

ACTIVITY II

DIRECTIONS: Using the yellow pages of the telephone book, locate and write down the name, address and telephone number of a vendor that would supply the hardware and software used in your word processing training.

Vendor's name: _____
Address: _____
_____

Telephone: _____

ACTIVITY III

DIRECTIONS: Based upon your current experience as a student, briefly explain what additions or revisions are needed in defining the procedures that students are expected to follow.

_____

_____

_____

_____

ACTIVITY IV

DIRECTIONS: Complete the pretest and inform your instructor when you think you are ready for the post-test.

DIRECTIONS: On the line before each phrase in the column on the left, write the letter that indicates the item that is described by that phrase.

1.___One method of measuring the production of a correspondence secretary.

2.___A record of the flow of work in and out of a work area.

3.___Describes a word processing system in which many terminals are connected to one computer

4.___A form that is sometimes used in place of a regular log sheet.

5.___Collection of step-by-step instructions for completing job tasks.

6.___Stored information is available by giving commands from the terminal.

7.___Describes a word processing system in which the components used by the operator are a self-contained unit.

8.___Is usually necessary when placing an order for supplies or equipment.

9.___One advantage of a shared-logic system.

10.__Almost always included among the information on a log sheet.

a. more memory

b. on line

c. procedural manual

d. line count

e. shared-logic

f. log

g. time

h. item number

i. stand-alone

j. work requisition